

THE GEORGE WASHINGTON UNIVERSITY
Washington, DC

MINUTES OF THE REGULAR MEETING
OF THE FACULTY SENATE HELD ON
FEBRUARY 10, 1995, IN LISNER HALL
ROOM 603

The meeting was called to order by President Trachtenberg at 2:17 p.m.

Present: President Trachtenberg, Vice President French, Registrar Gaglione, Parliamentarian Keller, Boswell, Brewer, Eftis, Elgart, Englander, Fowler, Frieder, Griffith, Gupta, Harding, Harrington, Johnston, Kahn, Kirsch, Miller, Pelzman, Robinson, Seavey Smith, Thompson, Tropea, and Vontress

Absent: Captain, Castleberry, Friedenthal, Futrell, Keimowitz, Kind, Mitchell, Salamon, Solomon, and Wirtz

TRIBUTE IN MEMORIAM

Professor Elgart, on behalf of the Faculty Senate, read a "TRIBUTE TO THE MEMORY OF PROFESSOR EMERITUS RICHARD A. KENNEY," who passed away January 19, 1995. Professor Kenney had served for many years as Chair of the Department of Physiology before his retirement. The Senate observed a moment of silence. Professor Elgart then presented the original copy of the tribute to Mrs. Bette Kenney, his wife, who was present. (A copy of the Tribute is attached and made a part of these minutes.)

APPROVAL OF THE MINUTES

The minutes of the regular meeting of January 20, 1995, were approved as distributed.

RESOLUTIONS

RESOLUTION 94/6, "A RESOLUTION TO RECOMMEND THE ADOPTION OF A UNIFORM FINANCIAL PERFORMANCE MODEL"

On behalf of the Fiscal Planning and Budgeting Committee, Professor Pelzman, Chair, moved the adoption of Resolution 94/6, and the motion was seconded. Professor Pelzman explained that last year one of the concerns that came to the Senate, as well as to the Fiscal Planning and Budgeting Committee, was how to assess the

performance of a single school; in this case, the School of Engineering. In its discussions of this matter, the Fiscal Planning and Budgeting Committee raised questions about how to devise a uniform performance model that would cut across school lines and would be transparent to all participants and would avoid the problem of having multiple sets of numbers and multiple sets of books. The objective of the Committee was to create an incentive-based performance model that would identify resources coming into the University in terms of research funds, in terms of tuition, in terms of entrepreneurial activity by faculty in departments, as well as other forms of revenue generation, and also one that would identify expenditures that departments and schools have control over or at least partial control over. Professor Pelzman emphasized that this document was not a budgeting tool but just an ex-post performance model which was designed to allow faculty to evaluate themselves rather than having an evaluation process that was not transparent imposed upon the faculty. He pointed out that at the request of Vice President French, the Fiscal Planning and Budgeting Committee presented its case before the Council of Deans, and the Committee and the Deans both basically agreed that their respective positions were close enough to bring the model before the Senate today. The major plus of the performance model, as seen by the Committee, was that it allows the faculty at the grassroots level to participate and create a performance model to be used ex-post for themselves. The big minus, he said, was that someone might try to use this document to reallocate resources or to discuss reallocation of resources. However, he said, it was the Committee's position that it was much more comfortable with having more information than less, given the fact that reallocation was going to happen anyway, and it was in the faculty's best interest to at least know the criteria on which the reallocation would occur or may occur. Professor Pelzman urged the adoption of Resolution 94/6.

Professor Kirsch said that he would like to relate a story that may be pertinent to this subject. Many years ago, he said, in several schools in Texarkana, it was decided to pay teachers' bonuses based on performance of their students. Being extremely rational, the teachers ignored the very best students because they would do well anyway, ignored the poor students because they would take too much of their time, and spent their time only with the average students. He said that after three years, this method was totally dropped. Professor Kirsch said that the kind of data that the performance model seeks to provide will be available to people who do budgeting, and what it will do is create an atmosphere that might encourage departments to create method courses to avoid outsourcing. For example, he said, the Engineering School might decide to teach their own math courses in order to avoid having to outsource their students to the Mathematics Department and then have the school charged credits. Professor Kirsch said that he

thought the uniform financial performance model seeks to gather good information, but he stressed that safeguards must be put in place.

*Corrected
3/10/95* Professor Pelzman responded that the model was not intended to induce "autarky." The Committee's intention was not to create self-sufficient units. He said that since this is a University and it is an integrated whole, he thought that it is in the best interest of the Office of the Vice President for Academic Affairs to make certain that we do not have redundancies or self-sufficiency.

Professor Elgart pointed out that the School of Medicine was not listed on the performance model, and Professor Pelzman replied that the Committee could not deal with the School of Medicine because it could not determine what is going on in that School.

Professor Gupta noted that in the first paragraph of the RESOLVING Clause, it states: "That the uniform financial performance model attached to this resolution be adopted as the official mechanism by which the fiscal performance of all units of the University is reviewed." He asked if this model would be replacing some other model which is not satisfactory at this time. Professor Pelzman replied that last year one of the problems the Senate faced with regard to the question of the performance of the Engineering School was whether or not we were all using the same data and same performance model. As it turned out, he said, it was found that we were not using the same model. There were multiple models being used and, therefore, multiple solutions could be driven. The intent of the Fiscal Planning and Budgeting Committee, he said, was basically to devise a uniform model that would cut across school lines and would have a single set of definitions which would prevent the problem the Senate had last year when the Engineering School faculty differed with the administration over numbers, and the Board of Trustees indicated that someone must come up with one set of numbers.

Professor Boswell asked if it is intended that this information be assembled each year, and Professor Pelzman responded that once the numbers are generated, he thought the numbers could be used as ex-post evaluations every year or every other year. The Committee did not recommend a policy statement in terms of how often one uses the model; the Committee's main concern was that the model itself be uniform and therefore no one would question the numbers.

Further discussion followed by Professors Gupta, Pelzman, and Vice President French.

Professor Griffith, as a member of the Fiscal Planning and

Budgeting Committee, said that, if the Senate were to look back over the kinds of information that the Committee has been able to present to the Senate before, relative to past fiscal performance and looking forward to decisions that are being made, one would notice that this represents a real step forward. If the Committee were to be able to look at, across the board, performance reports of this kind, it would certainly advance considerably the Faculty Senate's ability to try to assess the way in which budgeting decisions are being made in a very different way. Before, he said, the Committee had been looking largely at functional areas, i.e., to see how much is going to instruction, or research or academic services, etc. What this performance model would do for the first time, he said, would be to allow the Committee to analyze and, therefore, to present to the Senate some report about how budget decisions are affecting the different schools. Professor Griffith noted, however, that there is some danger, as Professor Kirsch pointed out, that there might be a situation where one school might "suboptimize" in an attempt to achieve some competitive advantage over another school. But this model is not a budget policy document, he said, and it seems appropriate to have this kind of break-out of information so that the Senate can at least make some kind of assessment of how the budgeting process and allocation of revenues and expenditures are decided in the schools.

The question was called on the original motion, and Resolution 94/6 was adopted unanimously. (Resolution 94/6 is attached.)

INTRODUCTION OF RESOLUTIONS

No resolutions were introduced.

ANNUAL REPORT ON RECRUITMENT AND RETENTION OF MINORITY AND WOMEN FACULTY BY RODERICK S. FRENCH, VICE PRESIDENT FOR ACADEMIC AFFAIRS

The Annual Report on the Recruitment and Retention of Minority and Women Faculty was distributed by Vice President French. He noted that this Report was prepared by Assistant Vice Presidents Peggye Cohen and Annie Wooldridge in their respective roles. He also noted that he had reduced somewhat the text of the report this year because it is an Annual Report with which the Senate is familiar. He asked that no one overinterpret the reduction in the amount of text in order to find some meaning in that fact.

Vice President French then presented an overview of data contained in the report covering the 1993-94 Recruitment Activity, Campus Climate, Faculty Retention, Faculty Development and Support, Institutional Profile, and Issues and Challenges. Also included

with the Report were a number of tables reflecting a comparison of women and minority faculty between 1988-89 and 1994-95 on a school-by-school basis.

In closing, Vice President French said that any progress in continuing to improve the representation of minorities and women faculty on our campus will require the conscious commitment of faculty throughout the institution. He said that experience has shown that we do not make this kind of progress accidentally or without effort or intent, and that we cannot relax our determination to conduct ourselves affirmatively in this regard. (Annual Report of Recruitment and Retention of Minority and Women Faculty is attached.)

Professor Vontress expressed his appreciation to Vice President French and his staff for this report. With reference to Table 2, New Full-Time Faculty, Academic Year 1994-95, he asked how many black faculty were recruited on tenure track, as opposed to contract positions, and whether they were African-American or African-born. Vice President French replied that he thought that more than half of the black Americans hired this year were on tenure-accruing lines, but that that information was based on his knowledge of the recruitments as they came by. He said he would be happy to provide those data in the future. As to whether they were African-American or African born, Vice President French said that he knew that three of the black faculty he was able to assist were African-American. Professor Vontress said he thought that this would be useful information to know when one looks at retention or promotion of black faculty members.

Professor Kirsch commended Vice President French for the administration's serious statement on the serious problem of sexual harassment. With regard to the University's Policy on Sexual Harassment, Professor Griffith pointed out that the University declares its readiness to impose appropriate sanctions for proven sexual harassment, as it is probably legally required to do; but for tenured faculty no sanctions short of termination-for-cause are covered in the Faculty Code, nor is there any clearly stated provision for procedural protections which might be applied. He asked what the status of the development of explicit procedures and range of sanctions is with regard to protections normally afforded under the Faculty Code. Vice President French replied that Assistant Vice President Wooldridge, Assistant Vice President Kaplan, Dean Salamon, and Vice President Bortz, along with other people, have been working on a set of policies and procedures for the past year and a half. He said that he has been operating on the basis of the statement in the Faculty Handbook, which is more explicit than the Faculty Code, but that it was in the best interest of the University to come forward with a document on this subject as quickly as possible. Professor Griffith said that he

hoped that whatever procedures might be proposed will be shared with the Faculty Senate for its consideration at an early stage. Vice President French assured Professor Griffith that that would happen.

Professor Vontress said that he thought the ultimate responsibility for movement in the recruitment and retention of minority and women faculty would be housed in each school or in the office of the dean, and he wondered what progress has been made in this regard. Vice President French said that he would like to defer that question at this time, but that he would assemble those reports from the deans and provide them to the Senate before the end of the semester.

Professor Gupta inquired about the planning aspect of this process. Vice President French explained that each dean presents a recruitment plan to be approved for the following year and it is understood that the University is continuously searching for minority candidates and, in some fields, women candidates. That is a standard part of the normal procedure. Vice President French pointed out that even off the normal cycle of recruitment, deans have come forward because departments have informed them of the availability of well-qualified minority candidates.

President Trachtenberg said that he hoped everyone would stay committed to this process regardless of what may transpire on the national horizon. The whole subject of affirmative action, he observed, is clearly one that is being re-thought and is now before the Supreme Court. Whatever the outcome of those deliberations, he believed that we are free, as a self-governing community, to proceed as we deem appropriate. He noted that where we have felt the laws have been underaggressive, we have done somewhat more, and where we have felt the law was taking the University in a direction it did not want to go, the Senate, in its wisdom, along with the administration, found ways of dealing with issues that were innovative, while also observing our civic obligation. The President said he liked to believe that we are doing what we do because we are committed to it, as a campus community, and not because we are trying to merely observe customs that are being developed in other aspects of our society.

Vice President French asked permission of the floor for Assistant Vice President Wooldridge. Assistant Vice President Wooldridge announced that on March 15th at 8:00 a.m., the Committee on Minority Faculty and the Committee on the Status of Women Faculty and Librarians will have a breakfast and a seminar. The theme for this year is "Affirming Diversity in Academia; Opening the Dialogue, Closing the Gap." She noted that invitations will be sent out to all faculty and she hoped that the Senate would plan to attend this event and encourage their colleagues to join them.

GENERAL BUSINESS

I. REPORT OF THE EXECUTIVE COMMITTEE

The report of the Executive Committee by Professor Robinson, Chair, is enclosed, and made a part of these minutes.

II. INTERIM REPORTS OF SENATE COMMITTEE CHAIRS

No interim reports were made.

BRIEF STATEMENTS (AND QUESTIONS)

Professor Kirsch rose to extend his congratulations to President Trachtenberg for the upgrading of the University's athletic programs. He also extended his congratulations to Vice President Chernak for carrying out the mission of organizing these programs; to GW's former Athletic Director, Steve Bilsky; to the current Athletic Director, Jack Kvancz; and to the two basketball coaches, Mike Jarvis and Joe McKeown, for the wonderful season GW is enjoying.

President Trachtenberg thanked Professor Kirsch for his compliments. He then noted, as a parallel observation, that this past week the 10,000th application to GW for undergraduate admission was received. This was, without question, he said, the largest number of applicants that GW has ever had for undergraduate programs. He said he thought that this speaks very well for the robustness of the institutional environment, partly reflected in the area of Professor Kirsch's remarks. The President said that if one tracks the University, as he does, in reading clippings which cite GW's faculty, its sports, and other activities on campus, he thought it was clear that GW is penetrating the American consciousness in a way that perhaps it had not done before, and people are responding very well to what they see and hear about this institution. He stated that the number of applications to the Medical School has reached epidemic proportions and, in part because of this extraordinary application pool, the University decided to freeze the tuition at the Medical School. The tuition at the Law School increased by only 3% and the undergraduate and graduate schools' tuitions are within the range of 4% to 4.5%, slightly above the CPI, which the President thought were plausibly within the range of the "Kirschean" market-basket schools. (See attached Exhibits of Applications Trends 1990-95 and Statistical Data.)

The President then announced that a new General Counsel for the University, Mr. Dennis Blumer, has been appointed and will be joining the University on March 1st. He noted that Mr. Blumer

has served as General Counsel for the University of Maryland for two decades, and of the plausible candidates, he was the most experienced. President Trachtenberg said that an Office of General Counsel would be developed, consisting of the General Counsel and two Deputy Counsels General. One will functionally deal with Medical Center problems, and the other with non-Medical Center problems. He said he thought it important that this function be an integrated one because it was clear that things slip back and forth across the jurisdictions of the schools and units and other areas of the University. The appointment of Mr. Blumer and his Deputies, he said, would enable the University to gain better control over its legal costs and at the same time provide more accessible legal counsel to deans, faculty, and administrators.

Professor Englander asked the President if he would comment on how the fiscal problems of the District would impact GW in terms of any taxes that may be proposed, i.e., how would those taxes be paid and out of what budgets would they be paid? President Trachtenberg replied that taxes would not be good news for GW. No matter what budgets they come out of, he said that that would mean there are fewer dollars which can be used for other things of an academic nature within the institution. President Trachtenberg replied that he did not anticipate that taxation of non-profit institutions is likely to happen imminently, but in his meetings with the Mayor, it was apparent that the Mayor was quite desperate about getting through this year's budget. The President noted that the Presidents of Georgetown and American Universities and he were all of one mind, and that is that the question of tax exemption is an issue of principle and would be fought, particularly if only a handful of nonprofits were singled out and other universities and non-profits were exempted. However, he said that if we were to actually have taxation of all presently untaxed non-profit institutions in the District, GW would have to step up to the plate along with everybody else, but at that point he thought the amount would be rationalized.

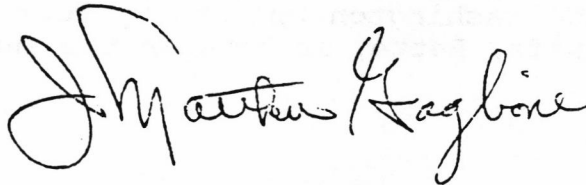
Professor Johnston said that he has been following the same stories in the newspapers with interest and while he read that the Presidents of the local universities were all presenting a unified front, there was a point of departure by GW when it came to a voluntary payment in lieu of taxes. President Trachtenberg replied that when the Mayor described his budget problems to him, it seemed that he was describing a short-term, one year problem. The President said that if, in fact, the City's problem is a short-term problem, and GW could help the Mayor get through that problem in return for an irrevocable commitment with regard to the longer term, then he (the President) was agreeable to trying to be helpful. President Trachtenberg said that he did not think that GW could be cavalier about the Mayor's problem because if he does not find a way out, we all rise and fall with the City.

Professor Griffith commented that he understood that universities in the Boston area have made voluntary payments in lieu of taxes and he wondered if the President knew how that voluntary arrangement was structured and how they came to agree on a particular sum. President Trachtenberg responded that there was no answer to Professor Griffith's question because each university has been doing this on its own and there was no uniform plan.

At this point, Professor Griffith said he wished to salute some of his colleagues in the Senate for their leadership on particularly important issues. First, he saluted Professor Robinson, Chair of the Executive Committee, for seeing through a very long and difficult negotiation with the administration and the Board on what the role of the Board is in nonconcurrences and grievances, and he thought both sides deserved congratulations for resolving that matter. Secondly, he commended Professor Vontress whose leadership brought about the kind of detailed report on recruitment of minority and women faculty that was presented to the Senate today and on an annual basis. He also commended Vice President French and Assistant Vice Presidents Cohen and Wooldridge for the sophisticated data that the Senate now receives on this subject. Thirdly, he expressed his appreciation for the leadership of Professor Pelzman, Chair of the Fiscal Planning and Budgeting Committee. He said the Senate is now getting increasingly good financial and budget information out of that Committee, largely due to the vigorous leadership of Professor Pelzman.

ADJOURNMENT

Upon motion made and seconded, President Trachtenberg adjourned the meeting at 3:30 p.m.

A handwritten signature in cursive script, reading "J. Matthew Gaglione". The signature is written in dark ink and is positioned above the printed name and title.

J. Matthew Gaglione
Secretary

A TRIBUTE TO THE MEMORY OF PROFESSOR EMERITUS RICHARD A. KENNEY

Richard A. Kenney, Professor Emeritus of Physiology, passed away on January 19, 1995.

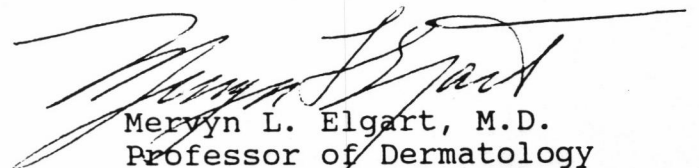
Professor Kenney was born in England. He did his undergraduate work and received his doctorate in physiology at the University of Birmingham. He was a lecturer in physiology at the University of Leeds until 1955. He then joined the World Health Organization, and taught in Burma, Indonesia, Singapore, and Australia.

Professor Kenney joined the faculty of The George Washington University School of Medicine in 1968. He served as Visiting Professor of Physiology (1968-69); Professor of Physiology (1969-84); Acting Chair and then Chair of the Department of Physiology (1971-89); Henry D. Fry Professor of Physiology (1984-90); and Professor Emeritus of Physiology (1990-95).

In addition to his service as Chair, Professor Kenney is remembered as the chair of the committee to develop a constitution and bylaws for the Medical Center. This is the group that devised the present bylaws and established the Medical Center Faculty Senate.

In addition to his Medical Center service, Professor Kenney was active in the University. He served in the University Faculty Senate from 1983 to 1987. He was the Chair of the Physical Facilities Committee and was a member of the Fiscal Planning and Budgeting Committee for two years.

Professor Kenney was a gentle, kind, and quiet man, who will be truly missed. His friends, colleagues, and students are gathering this afternoon at 3:00 p.m. at the Alumni House of The George Washington University to remember and celebrate his life. His wife, Bette, is here in the audience.



Mervyn L. Elgart, M.D.
Professor of Dermatology
Member of the Executive
Committee of the University
Faculty Senate

February 10, 1995
University Faculty Senate Meeting

[Any inquiries about this resolution should be directed to Professor Joseph Pelzman, Chair, Committee on Fiscal Planning and Budgeting, Ext. 4-7108]

A RESOLUTION TO RECOMMEND THE ADOPTION OF A UNIFORM FINANCIAL PERFORMANCE MODEL (94/6)

WHEREAS, the fair and equitable allocation of financial resources is an essential component of robust University fiscal planning; and

WHEREAS, the Administration of the University periodically reviews the performance of all academic units, having both programmatic and fiscal implications for the University's faculty; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

- (1) That the uniform financial performance model attached to this resolution be adopted as the official mechanism by which the fiscal performance of all units of the University is reviewed; and
- (2) That the Faculty Senate Committee on Fiscal Planning and Budgeting and the Vice President and Treasurer regularly review and update this performance model as the need arises.

Approved by the Faculty Senate Committee on Fiscal Planning and Budgeting on January 20, 1995.

Adopted February 10, 1995

Senate Fiscal Planning and Budgeting Committee							
REVENUE	SEAS	SBPM	CC/GSAS	GSEHD	ESIA	DUP	LAW CTR
Undergraduate Tuition Revenue							
Academic Year Tuition Revenue							
Summer Tuition Revenue							
Total Undergraduate Tuition Revenue							
Less: School Majors Rev. Alloc. To Other Schools							
Non-School Majors Rev. Allocated To School							
Total Undergraduate Tuition Revenue							
Non-Degree Tuition Revenue							
Non-Degree On Campus							
Non-Degree Off Campus							
Non-Degree Virginia Campus							
EFL							
DUP Distribution							
Total Net Non-Degree Tuition Revenue							
Graduate Tuition Revenue							
On Campus Academic Year							
On Campus - Summer							
Total Graduate Tuition Revenue							
Less: School Majors Rev. Alloc. To Other Schools							
Non-School Majors Rev. Allocated To School							
Total Net Graduate Tuition Revenue							
Off Campus							
Virginia Campus							
Total Graduate							
Other Student Fees							
Total Tuition and Fees							
Entrepreneurial Programs							
Research Direct Cost Recovery							
Indirect Cost Recovery : School							
General							
Total Research							
Endowment Income							
Gifts							
Other Receipts							
TOTAL REVENUE							

Senate Fiscal Planning and Budgeting Committee							
EXPENDITURES	SEAS	SBPM	CC/GSAS	GSEHD	ESIA	DUP	LAW CTR
Administration & Support							
On Campus Instruction							
Off Campus Instruction							
Virginia Campus Instruction							
Financial Aid							
Undergraduate Financial Aid							
Less: School Majors Aid Alloc. To Other Schools							
Non-School Majors Aid Alloc. To School							
Total Undergraduate Financial Aid							
Graduate Financial Aid							
Less: School Majors Aid Alloc. To Other Schools							
Non-School Majors Aid Alloc. To School							
Off Campus Financial Aid							
Virginia Campus Financial Aid							
Total Graduate Financial Aid							
Financial Aid From Restricted Funds							
Total Financial Aid							
Entrepreneurial Programs							
Research (Direct Only)							
Other Expenditures from Restricted Funds							
Capital Expenditures Not Reported Above							
TOTAL DIRECT EXPENDITURES							
INCOME/(LOSS) BEFORE ALLOCATED COSTS							
CONTRIBUTION TO UNIVERSITY OVERHEAD							
Utilities, Maintenance & Security Allocation							
Contribution to General University Overhead							

**RECRUITMENT AND RETENTION
OF
MINORITY AND WOMEN
FACULTY**

**REPORT TO THE FACULTY SENATE
FEBRUARY 10, 1995**

**From the
OFFICE OF ACADEMIC AFFAIRS**

PURPOSE

In the spirit of Faculty Senate Resolutions 89/13 and 90/7, the purpose of this report is to outline the current status of the recruitment, appointment, promotion, tenure, and retention of, and climate for minority and women faculty at the George Washington University. This report is provided to inform decisions regarding future activity in these areas.

1993-94 RECRUITMENT ACTIVITY

Last year **147** searches were authorized for appointments to be made effective with the 1994-95 academic year:

TABLE 1:

Search Activity by Academic Unit

<u>School</u>	<u>Total Searches</u>	<u>Total Hires</u>
CCGSAS	32	31
ESIA	4	4
NLC	11	4
SBPM	14	8
SEAS	7	5
GSEHD	10	9
SMHS	69	38
TOTAL	147	99

The **147** searches in 1993-94 resulted in **99** hires, of which **32** were visiting appointments. These appointments were distributed as follows:

TABLE 2:

New Full-Time Faculty Academic Year 1994-95

	<u>Men</u>	<u>Women</u>	<u>Total</u>
White	49	29	78
Black*	3	7	10
Asian	6	3	9
Hispanic	1	1	2
TOTAL	59	40	99
Minorities	10 (17%)	11 (28%)	21 (21%)

NOTE:

* Funds from the Vice Presidents' Faculty Reserve Pool created by the position control plan were used to provide salaries in whole or in part for three African American hires. The administration is committed to assisting in at least that many new minority hires in the fall of 1995.

The 99 new faculty joined the existing faculty to create the following profile:

TABLE 3:

Full-Time Faculty and % Change Between
Academic Years 1993-94 and 1994-95

	<u>Men</u>	<u>% Change</u>	<u>Women</u>	<u>% Change</u>	<u>Total</u>	<u>% Change</u>
White	636	- 0.5%	255	2.8%	891	5.6%
Black	9	- 10.0%	23	28.0%	32	18.5%
Asian	49	4.2%	26	4.0%	75	4.2%
Hispanic	12	- 0.8%	9	13.0%	21	- 4.5%
<u>TOTAL</u>	<u>706</u>	<u>- 0.4%</u>	<u>313</u>	<u>4.7%</u>	<u>1019</u>	<u>0.1%</u>
Minorities	70	0.0%	58	13.7%	128	5.8%

It is important that we force ourselves collectively to examine the profile of the faculty on an annual basis. In this way, we make certain that we have not relaxed the pursuit of our objectives. However, annual fluctuations may or may not be reliable indicators of the persistent trends in the changes in the composition of the faculty.

This year we have also constructed a comparison between the make-up of the faculty in 1988-89 and 1994-95 that does permit us to see the increase in the degree of success that we achieved in enriching the composition of the faculty. It is clear, for example, that the rising numbers of women who appeared first in baccalaureate programs and then in graduate programs across the country over the last two decades are now moving in more proportionate numbers into the faculties of this as well as other universities. The number of Black faculty continues to be a particular challenge. However, this is not a matter of institutional will so much as it is a matter of an inadequate pool of candidates in some fields. The root of the problem is in graduate education.

TABLE 4

Full Time Faculty and Percent Change Between Years
Academic Years 1988-89 and 1994-95

	<u>Men</u>	<u>Change</u>	<u>Women</u>	<u>Change</u>	<u>Total</u>	<u>% Change</u>
White	636	- 0.3%	255	37.1%	891	8.1%
Black	9	12.5%	23	155.6%	32	88.2%
Asian	49	44.1%	26	52.9%	75	47.1%
Hispanic	12	20.0%	9	350.0%	21	75.0%
<u>TOTAL</u>	<u>706</u>	<u>2.3%</u>	<u>313</u>	<u>46.3%</u>	<u>1019</u>	<u>12.7%</u>
Minorities	70	34.6%	58	107.1%	128	60.0%

As the table for one year changes will reflect, the major shifts in terms of gender distribution are to be seen at the junior level. However, as these data for the last six years confirm, women are also becoming a steadily larger fraction of our colleagues in the senior ranks.

CAMPUS CLIMATE

The University administration continues to work to foster a campus climate that is inclusive and where faculty, staff, and students value diversity. In addressing the policies and practices that might make our campus something less than hospitable and, therefore, preclude the full participation of women and minorities, the central administration has concentrated on the following initiatives.

Committee on Minority Faculty

In Spring 1994, the Office of Academic Affairs formed an ad hoc, special advisory committee of minority faculty. This committee has been asked to consider initiatives that would mitigate the sense of isolation experienced by minority faculty. Since Fall 1994, the committee has explored expanding the successful networking receptions and breakfasts and is preparing an event to be held on March 15, 1995. The Committee also joined forces with the Committee on the Status of Women Faculty and Librarians to develop and conduct a survey of minority and women faculty. The survey will be used to produce a follow-up study of the perceptions of minority and women faculty regarding changes made since the Friedenthal-Horton report, 1991 and Faculty Senate report, 1991. It will also be used to obtain suggestions regarding activities, services, etc., that would make GW more hospitable to minorities and women.

Committee on the Status of Women Faculty and Librarians

This committee was established in the fall of 1990:

- to identify obstacles to the professional and personal development of women faculty and librarians;
- to develop and recommend strategies to overcome these obstacles and improve conditions of campus life; and, through the Office of Faculty Recruitment and Personnel Relations,
- to collaborate with the Office of Academic Affairs to implement these strategies across the University.

The Committee has been instrumental in our recruitment efforts, as well as bringing forward and helping to address issues important to women faculty and librarians.

Over the past few years, the committee has held a number of meetings and seminars focusing on such issues as development strategies for women and minorities, mentoring and networking, campus climate, and management and communication styles of men and women.

During Fall 1994, the committee printed the first *Resource Directory* for women faculty. Copies of the Resource Directory were distributed to the Deans, Academic Administrators, and all women faculty. Attached is a copy of the directory. The directory contains useful information for personal and professional support of women faculty. The Committee also worked with the President and senior administrators on the issue of day care services for the campus. As a result of this collaboration, the University has hired a child care expert to conduct a needs assessment to determine the level of demand for and the focus of day care services.

As mentioned above the Committee is working with the Committee on Minority Faculty to develop and implement a joint survey of minority and women faculty. In addition, the University has contracted with a provider for emergency day care services for all employees.

Recognition and Prevention of Sexual Harassment

The University is committed to maintaining a positive climate where individuals can pursue their academic and work activities in an atmosphere free from coercion and intimidation. We are determined to work towards alleviating occurrences of sexual harassment, sexual violence/assaults, or other sexual behavior used to control, influence, or affect the well being of the University community.

We will continue to take steps to assure that the University's sexual harassment policy is communicated to academic units, as well as properly enforced. We will also continue to inform faculty and academic administrators about issues related to sexual harassment, including, but not limited to: the recognition and prevention of sexual harassment, how to handle complaints, and the process by which complaints are resolved.

Faculty Salary Equity

Salary evaluations are completed every two years by a committee composed of representatives from the Office of Academic Affairs and the Faculty Senate. When a salary inequity is found to exist, which warrants an adjustment pursuant to our current salary administration policy, the salary is adjusted accordingly.

The Office of Academic Affairs is currently working with the Graduate School of Education and Human Development on a review of salaries within ranks, within departments, and within ranks across departments, as well as a comparison of GSEHD with a chosen group of similar institutions.

FACULTY RETENTION

At the end of the 1993-94 academic year, **83** faculty left the University, of which **21** were visiting faculty. Reasons for termination included death, disability, retirement, completion of a temporary appointment, or other job opportunities.

Included in the total were **56** men and **27** women faculty. The minority faculty leaving the University included **4** Black, **6** Asian, and **2** Hispanic.

FACULTY DEVELOPMENT AND SUPPORT

Over the past few years, a number of programs and activities were launched in support of the development and retention of faculty. These initiatives have included: additional funding for research, the University Teaching Center, university-wide new faculty orientation, expansion of the orientation program for department chairs, and targeted salary increases. The administration, Faculty Senate, Council of Deans and department chairs have focused attention on such issues as the annual evaluation process, flexible contractual arrangements, the review and revision of departmental by-laws and procedures, and mentoring of new faculty. The preparation of annual faculty reports is used increasingly as an opportunity for fostering continuing faculty development.

SCHOOL ACTIVITIES

Due to mid-year changes in leadership in two schools, we were not able to collect and collate information on this topic in time for this report. This information will be assembled before the semester is over.

INSTITUTIONAL PROFILE

The institutional profile for faculty is presented on the following pages. A more comprehensive display of the data may be found in the attachments to this report. Those attachments should be examined, among other reasons, because they present a disaggregated analysis on a school-by-school basis.

The following statistics were compiled by the Office of Faculty Recruitment and Personnel Relations and are based on data provided by the Office of Institutional Research. The data do not include deans, associate deans, research faculty, administrators with faculty rank, or affiliated faculty.

FACULTY BY CONTRACTUAL STATUS

TABLE 5:

Full-Time Faculty by Contract Status
% Change Between Academic Years 1993-94 and 1994-95

Tenured and Tenure Track Positions Combined

	<u>Men</u>	<u>% Change</u>	<u>Women</u>	<u>% Change</u>	<u>Total</u>	<u>% Change</u>
White	503	- 0.4%	143	0.0%	646	-0.3%
Black*	4	-20.0%	9	50.0%	13	18.2%
Asian	39	8.3%	12	0.0%	51	6.2%
Hispanic**	9	-10.0%	7	-12.5%	16	-11.1%
<u>TOTAL</u>	<u>555</u>	<u>0.2%</u>	<u>171</u>	<u>1.2%</u>	<u>726</u>	<u>0.1%</u>
Minorities	52	1.9%	28	7.7%	80	3.9%

NOTE:

* One tenured, Black, male, faculty member retired.

**One tenured, Hispanic, male, faculty member resigned.

One Hispanic, male, faculty member on tenure track resigned.

One Hispanic, female, faculty member on tenure track resigned.

TABLE 6:

Full-Time Faculty by Contract Status
% Change Between Academic Years 1993-94 and 1994-95

Non-Tenure Track & Visiting Positions Combined

	<u>Men</u>	<u>% Change</u>	<u>Women</u>	<u>% Change</u>	<u>Total</u>	<u>% Change</u>
White	134	.7%	112	6.7%	246	3.4%
Black	5	0.0%	14	27.0%	19	18.7%
Asian*	10	-9.1%	14	7.7%	24	0.0%
Hispanic	3	0.0%	2	100%	5	25.0%
<u>TOTAL</u>	<u>152</u>	<u>0.0%</u>	<u>142</u>	<u>9.2%</u>	<u>294</u>	<u>4.2%</u>
Minorities	18	-5.5%	30	20.0%	48	9.1%

NOTE:

*Three Asian, male, faculty members left the faculty: one completed a temporary assignment and two resigned.

FACULTY BY RANK

TABLE 7:

Full-Time Faculty by Rank
% Change Between Academic Years 1993-94 and 1994-95

Senior Ranks - Professor & Associate Professor

	<u>Men</u>	<u>% Change</u>	<u>Women</u>	<u>% Change</u>	<u>Total</u>	<u>% Change</u>
White	511	0.6%	132	0.0%	643	0.5%
Black*	6	- 14.3%	11	22.2%	17	6.2%
Asian	32	14.3%	10	25.0%	42	16.6%
Hispanic	8	14.3%	4	0.0%	12	9.1%
<u>TOTAL</u>	<u>557</u>	<u>1.3%</u>	<u>157</u>	<u>2.6%</u>	<u>714</u>	<u>1.6%</u>
Minorities	46	9.5%	25	19.0%	71	12.7%

NOTE:

*One tenured, Black, male, faculty member retired.

TABLE 8:

Full-Time Faculty by Rank
% Change Between Academic Years 1993-94 and 1994-95

Junior Ranks - Assistant Professor & Instructor

	<u>Men</u>	<u>% Change</u>	<u>Women</u>	<u>% Change</u>	<u>Total</u>	<u>% Change</u>
White	125	- 3.8%	123	6.0%	248	0.8%
Black	3	0.0%	12	50.0%	15	36.4%
Asian*	17	- 10.5%	16	- 5.9%	33	-8.3%
Hispanic**	4	- 33.3%	5	0.0%	9	- 1.8%
<u>TOTAL</u>	<u>149</u>	<u>- 5.7%</u>	<u>156</u>	<u>6.8%</u>	<u>305</u>	<u>0.3%</u>
Minorities	24	- 14.3%	33	10.0%	57	- 1.7%

NOTE:

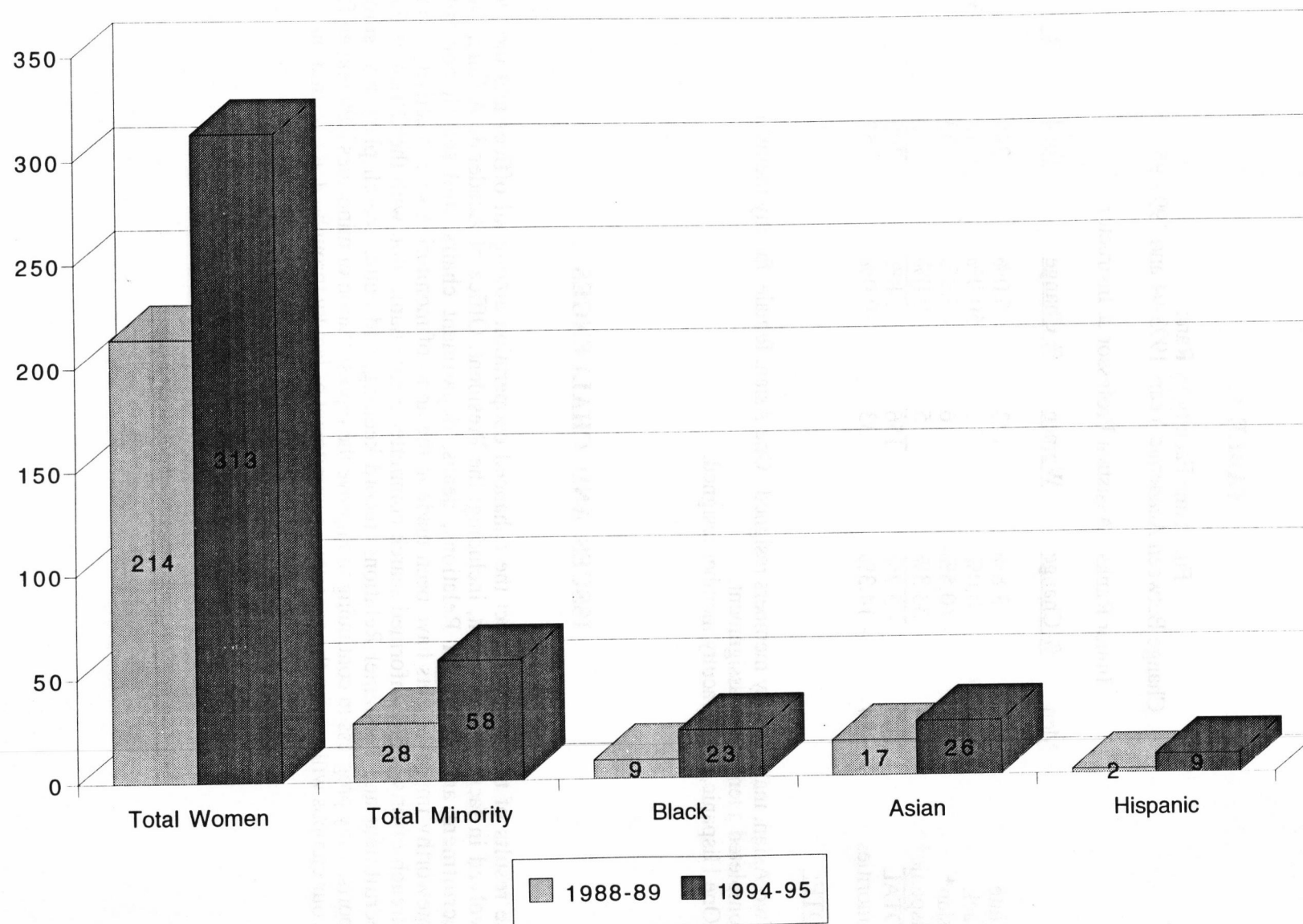
*Two Asian, male, faculty members resigned. One Asian, female, faculty member completed a temporary assignment.

**One Hispanic, male, faculty member resigned.

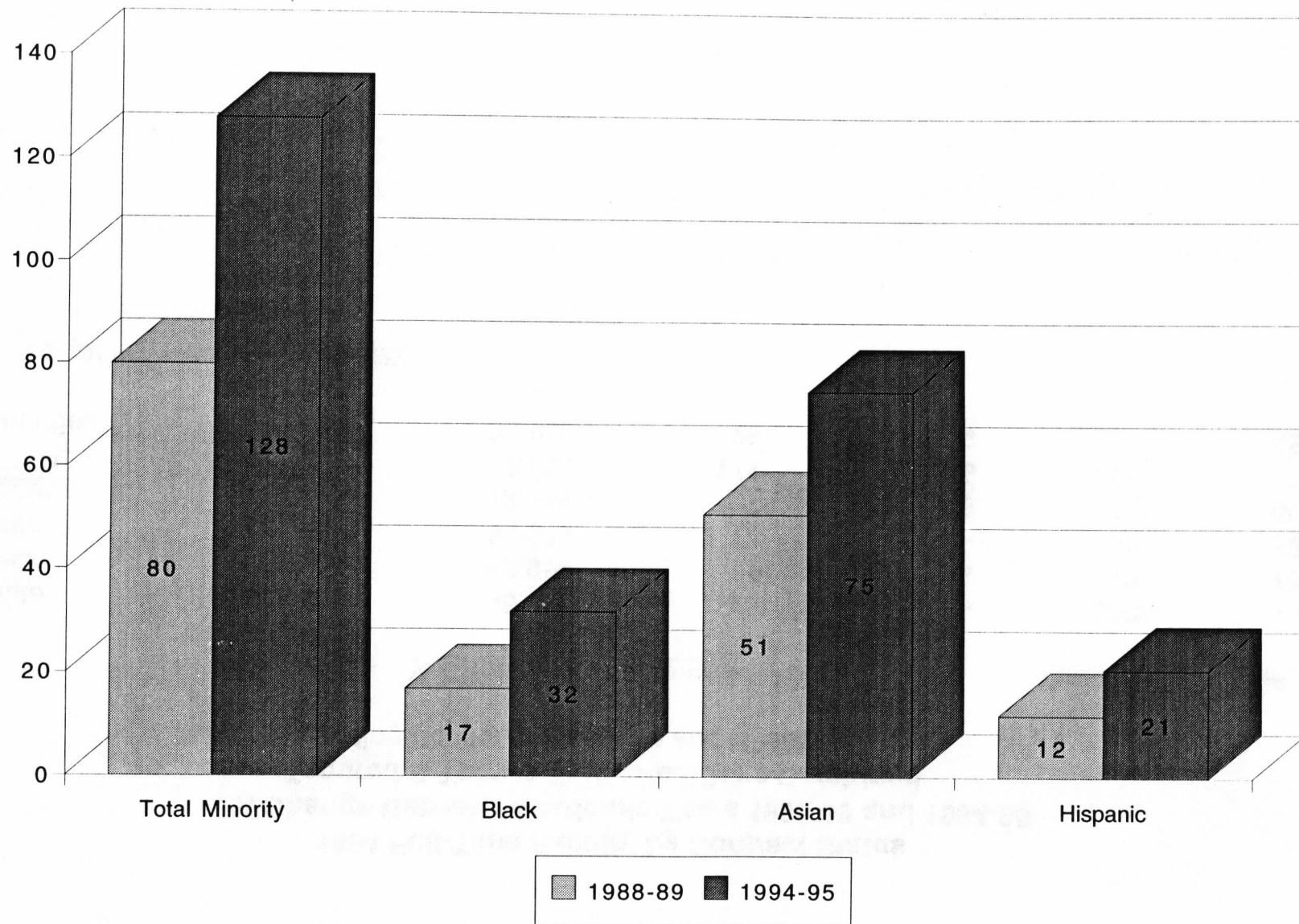
ISSUES AND CHALLENGES

The results of this report reflect the enhanced cooperation among all offices and individuals involved in faculty recruitment, including: the President, Office of Academic Affairs, Faculty Recruitment and Personnel Relations, deans, department chairs, and search committees. Noteworthy improvements have been made in the areas of monitoring search activity, minority outreach efforts, better informed search committees, communication with the Office of Faculty Recruitment and Personnel Relations, record keeping, and better search plans and summary reports. Any progress in continuing to improve the representation of minorities and women faculty on our campus will require the conscious commitment of faculty throughout the institution.

Women Faculty Comparison Between 1988-89 and 1994-95



Minority Faculty Comparison Between 1988-89 and 1994-95



Prepared by the Office of Faculty Recruitment and Personnel Relations

1994 Full-Time Faculty by Contract Status
% Change Between Academic Years 1988-89 and 1994-95
Tenured & Tenure Track Positions Combined
Including School of Medicine and Health Sciences

	<u>Men</u>	<u>% Change</u>	<u>Women</u>	<u>% Change</u>	<u>Total</u>	<u>% Change</u>
White	503	-5.3%	143	20.2%	646	-0.6%
Black	4	-42.9%	9	125.0%	13	18.2%
Asian	39	56.0%	12	33.3%	51	50.0%
<u>Hispanic</u>	<u>9</u>	12.5%	<u>7</u>	250.0%	<u>16</u>	60.0%
TOTAL	555	-2.8%	171	27.6%	726	3.0%
Minorities	52	30.0%	28	86.7%	80	45.5%

1/4/94 IR [QPROWIN\EE094 C:A15..M29]

1994 Full-Time Faculty by Rank
% Change Between Academic Years 1988-89 and 1994-95
Senior Ranks - Professor & Associate Professors Combined
Including School of Medicine and Health Sciences

	<u>Men</u>	<u>% Change</u>	<u>Women</u>	<u>% Change</u>	<u>Total</u>	<u>% Change</u>
White	511	-1.7%	132	39.0%	643	4.6%
Black	6	0.0%	11	450.0%	17	112.5%
Asian	32	52.4%	10	25.0%	42	44.8%
<u>Hispanic</u>	<u>8</u>	14.3%	<u>4</u>	100.0%	<u>12</u>	33.3%
TOTAL	557	0.5%	157	46.7%	714	8.0%
Minorities	46	35.3%	25	108.3%	71	54.4%

1/4/94 IR [QPROWIN\EE094 C:A30...M44]

**GEORGE WASHINGTON UNIVERSITY
FULL-TIME FACULTY*
BY SCHOOL**

1994-95

	TOTAL	MEN	WOMEN	MINORITY	BLACK	ASIAN	HISPANIC
A&S	345	228	117	38	8	24	6
SBPM	110	88	22	14	2	10	2
SEHD	60	26	34	7	5	1	1
ESIA	29	23	6	2	1	1	0
SEAS	84	76	8	18	0	15	3
SMHS	324	215	109	47	14	24	8
NLC	62	45	17	3	2	0	1
UNIV	5	5	0	0	0	0	0
TOTAL	1019	706	313	129	32	75	21

IR 2/6/95 (FACULTY/EEO94.WB2 A141..R165)

*Excludes administrators with faculty rank, deans & associate deans, research faculty, affiliated faculty and non-tenure-accruing instructors in SMHS.

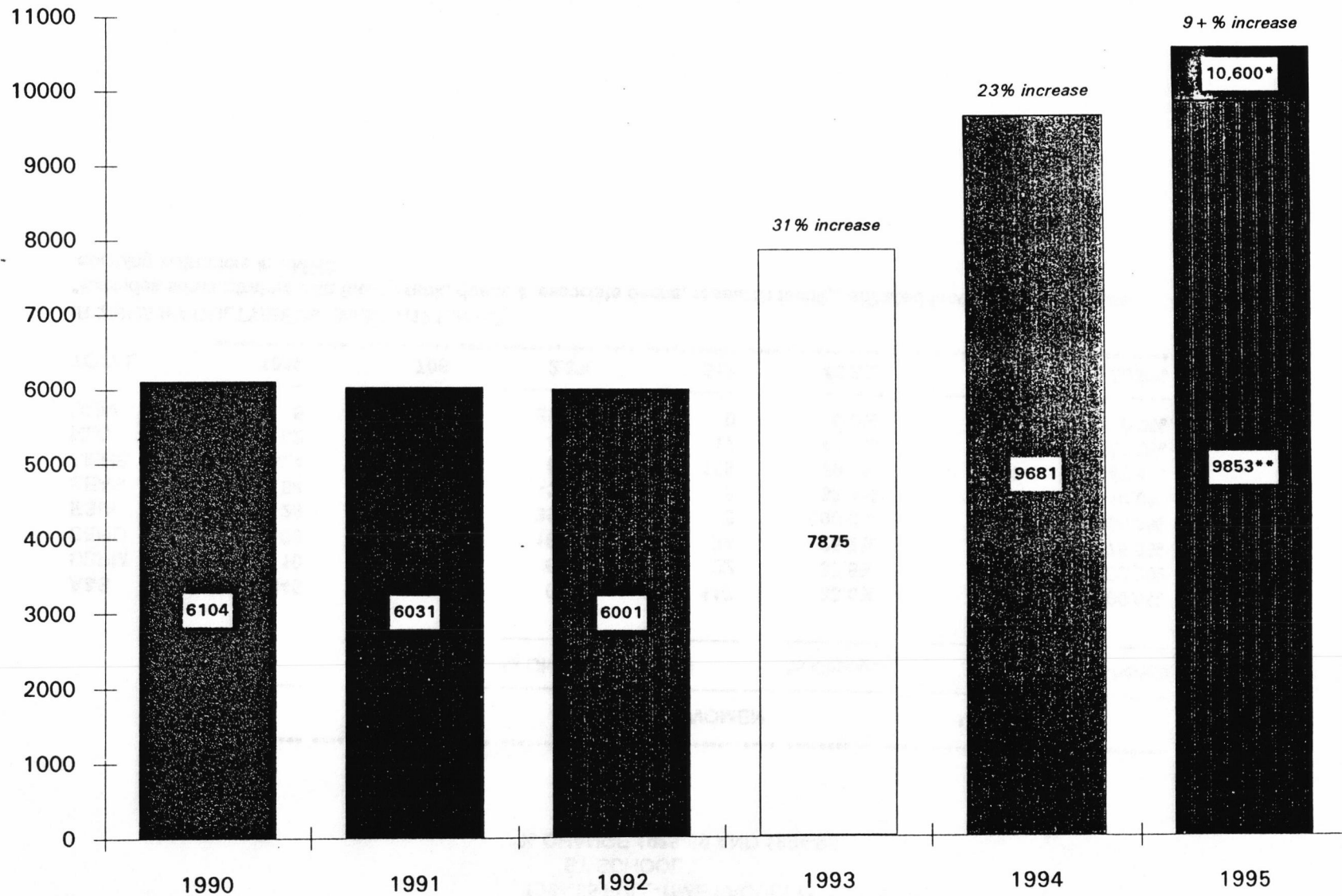
**GEORGE WASHINGTON UNIVERSITY
1994-95 FULL-TIME FACULTY*
BY SCHOOL
% CHANGE 1988-89 AND 1994-95**

	*****	*****	*****	*****	*****	*****	*****
	TOTAL	MEN		WOMEN		MINORITY	
		#	% Change	#	% Change	#	% Change
A&S	345	228	0.4%	117	33.0%	38	90.0%
SBPM	110	88	6.0%	22	37.5%	14	133.3%
SEHD	60	26	18.2%	34	25.9%	7	75.0%
ESIA	29	23	35.3%	6	500.0%	2	100.0%
SEAS	84	76	-5.0%	8	33.3%	18	-10.0%
SMHS	324	215	0.5%	109	70.3%	47	42.4%
NLC	62	45	4.7%	17	41.7%	3	50.0%
UNIV	5	5	25.0%	0	0.0%	0	0.0%
TOTAL	1019	706	2.3%	313	46.3%	129	50.0%

IR 2/6/95 (FACULTY/EE094.WB2 A171..R197)

*Excludes administrators with faculty rank, deans & associate deans, research faculty, affiliated faculty and non-tenure-accruing instructors in SMHS.

Application Trends: 1990 - 1995



* projected ** as of 2/2/95

EARLY DECISION STATISTICS

	<u>1993</u> (FINAL)	<u>1994</u> (FINAL)	<u>1995</u>
APPLICATIONS	230	395	449
ADMITTED	125	189	211
DENIED	3	0	0
DEPOSITED	86	176	167

REGULAR DECISION STATISTICS

	<u>1993*</u>	<u>1994*</u>	<u>1995*</u>
ADMITTED	237	583	1,777
DENIED	14	23	156

*as of the Monday of the first full week in February

(KMN, Office of Admissions 2/3/95)

STATE OF CALIFORNIA
COUNTY OF LOS ANGELES
IN SENATE
JANUARY 10, 1901
REPORT OF THE
COMMISSIONERS OF THE
LAND OFFICE
IN RESPONSE TO A
RESOLUTION PASSED
BY THE SENATE
MAY 10, 1899
RELATIVE TO THE
LANDS BELONGING TO
THE STATE OF CALIFORNIA

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THE STATE OF CALIFORNIA

AS OF THE 10TH DAY OF JANUARY, 1901

REPORT OF THE EXECUTIVE COMMITTEE
FEBRUARY 10, 1995
PROFESSOR LILIE F. ROBINSON, CHAIR

I. SENATE RESOLUTION TO AMEND THE FACULTY CODE RELATING TO ADMINISTRATIVE NONCONCURRENCES WITH FACULTY RECOMMENDATIONS (94/5)

(1) I am pleased to report that the Senate's Resolution on Administrative Nonconcurrences with Faculty Recommendations was unanimously endorsed by the Board of Trustees' Committee on Academic Affairs, and subsequently accepted by the Board of Trustees. This Resolution represents lengthy and dedicated work and is testimony to the fact that shared governance continues to be sustained at The George Washington University.

(2) The nonconcurrence in the Arts and Sciences, reported earlier, was sustained by the Board of Trustees February 9, 1995.

II. GRIEVANCE CASES

(1) A grievance from the Arts and Sciences has been received by the Executive Committee, which will shortly begin its review and informal discussions with the individuals involved.

(2) The report of the Special Mediator in a grievance from the School of Engineering and Applied Science has been received by the Executive Committee; the report states that "further efforts at mediation would be futile."

III. MARCH SENATE MEETING

(1) Please note that at the March 10th Senate meeting there will be an election of the Nominating Committee which will present a slate of nominees to serve on the Executive Committee for the 1995-96 Session.

IV. ANNOUNCEMENTS

(1) At its January meeting, the Executive Committee appointed Professors Joshua I. Schwartz (Law) and Arthur E. Wilmarth, Jr. (Law) to the Panel of Hearing Officers to fill the unexpired terms of Professor Lewis A. Schiller and Emeritus Professor Harold P. Green, respectively.

(2) A reminder that the forms for service on Faculty Senate Standing Committees and Administrative Standing Committees were sent with the agenda for this meeting. Please encourage colleagues in your schools to volunteer for service. In particular, one of the Administrative Committees in dire need of faculty members is the

February 10, 1995

University Hearing Board. We have few faculty volunteering for this Committee because they are not familiar with its function. Information on it will be sent shortly to all faculty. I would encourage you to consider serving on this very important panel, and perhaps suggesting it to some of your colleagues who are interested in performing some service for the University. Committee service forms should be returned to the Faculty Senate Office, Rice Hall 305, as soon as possible.

(3) The next meeting of the Executive Committee is scheduled for February 24th. Resolutions should reach the Executive Committee prior to that date for inclusion on the agenda for the March 10th Senate meeting.

THE GEORGE WASHINGTON UNIVERSITY
Washington, DC

The Faculty Senate

January 30, 1995

The Faculty Senate will meet on Friday, February 10, 1995, at 2:10 p.m. in Lisner Hall 603.

AGENDA

1. Call to order
2. In memoriam Richard A. Kenney, Professor Emeritus of Physiology (by Professor Mervyn L. Elgart)
3. Approval of the minutes of the regular meeting of January 20, 1995
4. Resolutions:

A RESOLUTION TO RECOMMEND THE ADOPTION OF A UNIFORM FINANCIAL PERFORMANCE MODEL (94/6) with accompanying report; Professor Joseph Pelzman, Chair, Fiscal Planning and Budgeting Committee (Resolution 94/6 and Report attached)
5. Introduction of Resolutions
6. Report on Recruitment and Appointment of Women and Minority Faculty from the Office of the Vice President for Academic Affairs
7. General Business:
 - (a) Report of the Executive Committee: Professor Lilien F. Robinson, Chair
 - (b) Interim Reports of Senate Committee Chairs
8. Brief Statements (and Questions)
9. Adjournment



J. Matthew Gaglione
Secretary

[Any inquiries about this resolution should be directed to Professor Joseph Pelzman, Chair, Committee on Fiscal Planning and Budgeting, Ext. 4-7108]

A RESOLUTION TO RECOMMEND THE ADOPTION OF A UNIFORM FINANCIAL PERFORMANCE MODEL (94/6)

WHEREAS, the fair and equitable allocation of financial resources is an essential component of robust University fiscal planning; and

WHEREAS, the Administration of the University periodically reviews the performance of all academic units, having both programmatic and fiscal implications for the University's faculty; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

- (1) That the uniform financial performance model attached to this resolution be adopted as the official mechanism by which the fiscal performance of all units of the University is reviewed; and
- (2) That the Faculty Senate Committee on Fiscal Planning and Budgeting and the Vice President and Treasurer regularly review and update this performance model as the need arises.

Approved by the Faculty Senate Committee on Fiscal Planning and Budgeting on January 20, 1995.

REVENUE	SEAS	Senate Finance Planning and Budgeting Committee				
		SBPM	CC/GSAS	GSEHD	ESIA	DUP
Undergraduate Tuition Revenue						
Academic Year Tuition Revenue						
Summer Tuition Revenue						
Total Undergraduate Tuition Revenue						
Less: School Majors Rev. Alloc. To Other Schools						
Non-School Majors Rev. Allocated To School						
Total Undergraduate Tuition Revenue						
Non-Degree Tuition Revenue						
Non-Degree On Campus						
Non-Degree Off Campus						
Non-Degree Virginia Campus						
EFL						
DUP Distribution						
Total Net Non-Degree Tuition Revenue						
Graduate Tuition Revenue						
On Campus Academic Year						
On Campus - Summer						
Total Graduate Tuition Revenue						
Less: School Majors Rev. Alloc. To Other Schools						
Non-School Majors Rev. Allocated To School						
Total Net Graduate Tuition Revenue						
Off Campus						
Virginia Campus						
Total Graduate						
Other Student Fees						
Total Tuition and Fees						
Entrepreneurial Programs						
Research Direct Cost Recovery						
Indirect Cost Recovery : School						
General						
Total Research						
Endowment Income						
Gifts						
Other Receipts						
TOTAL REVENUE						

Senate Fiscal Planning and Budgeting Committee							
	SEAS	SBPM	CC/GSAS	GSEHD	ESIA	DUP	LAW CTR
EXPENDITURES							
Administration & Support							
On Campus Instruction							
Off Campus Instruction							
Virginia Campus Instruction							
Financial Aid							
Undergraduate Financial Aid							
Less: School Majors Aid Alloc. To Other Schools							
Non-School Majors Aid Alloc. To School							
Total Undergraduate Financial Aid							
Graduate Financial Aid							
Less: School Majors Aid Alloc. To Other Schools							
Non-School Majors Aid Alloc. To School							
Off Campus Financial Aid							
Virginia Campus Financial Aid							
Total Graduate Financial Aid							
Financial Aid From Restricted Funds							
Total Financial Aid							
Entrepreneurial Programs							
Research (Direct Only)							
Other Expenditures from Restricted Funds							
Capital Expenditures Not Reported Above							
TOTAL DIRECT EXPENDITURES							
INCOME/(LOSS) BEFORE ALLOCATED COSTS							
CONTRIBUTION TO UNIVERSITY OVERHEAD							
Utilities, Maintenance & Security Allocation							
Contribution to General University Overhead							

The George Washington University
Senate Fiscal Planning and Budgeting Committee

Explanation of Terms

REVENUES

Tuition revenue is credited initially to the academic division in which a student is enrolled. In the case of non-degree students, tuition revenue is credited to the Division of University Programs (DUP), which is responsible for registering and providing other support services to the students.

80 percent of a student's tuition revenue is allocated to the teaching departments and 20 percent is allocated to the academic division in which the student is enrolled. In the case of non-degree students, the 20 percent of tuition revenue is allocated to DUP.

Undergraduate Tuition Revenue:

This includes Academic Year and Summer tuition revenue. The statement provides information on the tuition revenue associated with students enrolled within an academic division, the portion of this revenue allocated to other academic divisions, and the amount of tuition revenue allocated to an academic division from other academic divisions.

Non-Degree Tuition Revenue:

This includes Academic Year and Summer tuition revenue of students in a non-degree status taking courses within an academic division. Tuition revenue associated with students taking EFL classes is also reported in this section. The statement identifies the revenue associated with non-degree students taking courses on campus, off campus and at the Virginia Campus and the portion of this revenue which is allocated to DUP.

Graduate Tuition Revenue:

The George Washington University
Senate Fiscal Planning and Budgeting Committee

This includes Academic Year and Summer tuition revenue. The statement provided information on the tuition revenue associated with students enrolled in an academic division's on campus, off campus and Virginia Campus programs, the portion of this revenue allocated to other academic divisions, and the amount of tuition revenue allocated to an academic division from other academic divisions.

Other Student Fees:

This line includes graduate program application fees and course/lab fees specific to an academic division (e.g., fees associated with the Language Lab and Speech and Hearing Center in CC/GSAS). This line excludes fees paid by students for services provided by non-academic units (e.g., Housing, Food Service, Computer Store, etc.). University Fee revenue is also excluded. This fee replaced a variety of other fees (e.g., the Marvin Center and registration fees) which represented payment for services provided by various non-academic units. Undergraduate program application fees are also excluded.

Entrepreneurial Programs:

Represents revenue generated by significant (approaching \$1 million in revenue) non-core academic programs.

Research, Direct Cost Recovery

Represents reimbursements from sponsors for the direct costs of research conducted on campus and at the Virginia Campus.

Research, Indirect Cost Recovery:

Represents 30 percent of the reimbursement from sponsors for the overhead costs of research conducted on campus and at the Virginia Campus. The 30 percent allocation is based on the fact that 30 percent of the University's negotiated indirect cost rate is attributable to expenses incurred by academic departments. The

The George Washington University
Senate Fiscal Planning and Budgeting Committee

remaining 70 percent of an academic division's indirect cost recovery is reported separately as part of the Contribution to General University overhead.

Endowment Income:

This line includes the annual payout associated with endowment funds specifically designated by donors for the use of an academic division. Income from endowment funds not restricted by donors for the use of specific academic divisions is not included.

Gifts:

Represents gifts for current operating purposes designated by donors for use by a specific academic division.

Other Receipts:

This line includes all departmental funds (Fund R) revenue not reported elsewhere. This line typically includes revenue generated by conferences, workshops or other activities sponsored by an academic division.

The George Washington University
Senate Fiscal Planning and Budgeting Committee

EXPENDITURES

The statement generally includes expenditures directly charged to an academic division's accounts (e.g., its Fund C budget and R funds). As mentioned earlier, the primary exceptions to this general rule are financial aid, utilities, maintenance and security, and fundraising.

The academic division operating statement does not reflect expenses incurred by other units (e.g., Gelman Library and GWTV) which support academic programs. The operating statement includes only capital expenditures charged to an academic division's budget. In most instances, this is limited to equipment purchases. The use of central University funds (either current or quasi-endowment funds) for the acquisition or renovation of buildings or equipment for use by a specific academic division, as well as any debt service resulting from such acquisitions, is not reported on the operating statement. However, funding provided by an academic division for the alteration or renovation of its facilities is reported separately.

Administration & Support:

Represents expenditures associated with administrative (e.g., the Dean's Office) and student support service (graduate admissions, advising, etc.) activities specific to the academic division. This line also includes an allocation of compensation expense incurred by the Office of Development and Alumni Affairs for the benefit of an academic division. Expenses related to the activities of the University's central student service functions (e.g., Registrar, Enrollment Management, Student Accounts, etc.) have not been allocated to academic divisions.

On Campus Instruction:

Includes on campus teaching departments. Expenditures for professorships supported by endowment payout are reported on this line.

Off Campus Instruction:

The George Washington University
Senate Fiscal Planning and Budgeting Committee

Includes off campus teaching departments. Expenses incurred by the Division of University Programs (DUP) in administering the University's off campus programs have not been allocated to academic divisions.

Virginia Campus Instruction:

Includes all Virginia Campus teaching activities. The administrative costs associated with the campus have not been allocated to academic divisions. Maintenance and operation expenditures for the campus have been included in computing the per square foot cost used in allocating Utilities, Maintenance and Security expenses.

Financial Aid:

This section includes aid (tuition and stipends) funded by general (unrestricted) and restricted (endowment and departmental) funds. Federal student aid funds (e.g., Pell grants, NDSL loans, College Work Study, etc.) and tuition remission for faculty and staff and their spouses and dependents are not reported within the statement. Financial aid funded as part of a sponsored research award is reported on the Research line of the statement. An academic division's matching contribution to a College Work Study participant's wages is however reported as an expenditure. The expenses associated with tuition remission for faculty and staff are allocated to all departments as part of the fringe benefit expense allocation. The compensation of Graduate Teaching Assistants is not considered to be financial aid for purposes of this statement. GTA expenses are, for the most part, reported on the On Campus Instruction line.

Financial aid funded by general (unrestricted) funds and endowment funds is allocated on the same basis as tuition revenue. That is to say, 80 percent of the financial aid awarded to students enrolled in an academic division is allocated to the departments teaching those students and 20 percent is allocated to the academic division in which the student is enrolled. For purposes of allocating financial aid, it is assumed that all financial aid is awarded during the academic year. It is further assumed that non-degree students do not receive financial aid.

The statement includes financial aid associated with undergraduate and graduate programs. At the graduate level, financial aid associated with on campus, off

The George Washington University
Senate Fiscal Planning and Budgeting Committee

campus, and Virginia Campus programs is reported separately. At both the undergraduate and graduate levels, the statement reports: 1) the amount of financial aid awarded to students enrolled in an academic division;
2) the portion of this aid which is allocated to other academic divisions; and, 3) the financial aid allocated to an academic division from other academic divisions.

Financial aid funded by restricted departmental funds designated by donors for the use of specific academic divisions is not allocated to teaching departments because the University's accounting records do not readily identify whether these expenditures are made for the benefit of undergraduate or graduate students.

Entrepreneurial Programs:

Includes expenditures associated with non-core academic program revenue reported above.

Research (Direct Only):

Includes all direct costs of research regardless of whether they are reimbursed by sponsors or funded (direct cost sharing) by the academic division.

Other Expenditures From Restricted Funds:

Includes all other departmental (R Fund) expenditures and expenditures funded from the endowment payout of endowment funds restricted by donors for the use of a specific school and not reported elsewhere.

Capital Expenditures Not Reported Elsewhere:

This line represents funding provided by an academic division for the alteration or renovation of its facilities.

Utilities, Maintenance, & Security Allocation: